

All of this raises a simple point. Any public policy precluding or denying freedom of choice in education on the assumption that nonpublic schools are racist or elitist is public policy based on misconception. If anything, the facts indicate that a statement of public policy in the form of education vouchers would serve to further improve the racial and economic mix in both nonpublic and public schools.

The second general misconception about nonpublic schools concerns the quality of nonpublic schools and, in particular, as it relates to selectivity. Opponents of education vouchers often argue that nonpublic schools do a better job of educating children because they can be more selective in whom they accept and are free to expel the children they don't want. This viewpoint is quite simply not based on the facts.

Once again, let us consider this misconception in the case of the performance and policies of Catholic schools which, of course, educate over 50 percent of all nonpublic school children in the United States. The Catholic League for Religious and Civil Rights conducted a study on inner-city nonpublic schools based on an analysis of randomly selected schools in eight major cities around the country. The data from this study indicates that after giving preference for admission to parishioners, approximately 90 percent of these schools exercise open admission policies and rarely expel students. This data is further supported by research done by Dr. Vitullo-Martin. He states, "No researcher has found any extensive use of expulsion sufficient to explain the statistical differences in achievement rates between public and Catholic schools." This is not to say that nonpublic schools never expel nor dismiss students for various reasons, but that such action is not taken lightly, nor is done very often, as some opponents on nonpublic education would have us believe.

WHAT ABOUT QUALITY?

The misconceptions about the selectivity of nonpublic schools should not prevent the provision of education choice to parents and neither should misconceptions about the quality of nonpublic schools. In fact, the quality of nonpublic schools is at least as good as that found in the public sector and in many instances better. Once again, the Coleman data provides conclusive evidence:

1. Given the same kinds of students, nonpublic schools create more contact for students with academic activities. For example, attendance is higher, students do more homework and they take on average more vigorous subjects;

2. There is greater scholastic achievement in nonpublic schools than in public schools, brought about by a more ordered environment;

3. The growth rates in achievement between the public and nonpublic schools differ, with strong evidence that average achievement among nonpublic school students is "considerably" greater than in the public sector; and

4. In discussing Catholic schools, in particular, the Coleman report concludes that Catholic schools most closely resemble the ideal of the "common school." That is, they educate children from different backgrounds and obtain greater homogeneity of student achievement.

These conclusions have been supported by more recent examinations of the relative achievement levels in nonpublic and public schools. In his above mentioned book on Catholic schools, Anthony Bryk reported that in 1988, 64% of Catholic school students in grade 10 compared with 45% of public schools students in grade 10 stated that they had plans to attend college. More importantly, Bryk's research showed conclusively

that the distribution of academic achievement is more equalized across class, race and ethnic lines in Catholic schools than in the public schools. In other words, the average level of achievement in mathematics, for example, is not only higher in Catholic high schools, it is less strongly related to social class and racial and ethnic background.

The impact of an education in Catholic school clearly has long term benefits as well. For example, the U.S. Department of Education reported that by the spring of 1986, 36% of White Catholic high school graduates, 25% of Black graduates and 25% of Hispanic graduates went on to receive a BA, BS or MA, while only 19% of White Public Schools graduates, 9% of Black graduates and 9% of Hispanic graduates had received one of those degrees.

I do not point out these things to accentuate the differences between public and nonpublic education. More than two-thirds of Catholic school-age children in this country attend public schools, and I remain committed to and supportive of the public schools in this nation.

For too long the nonpublic schools in this country have been accused of being racist, elitist and of inferior quality. Past attempts to establish a public policy which would truly give parents educational freedom of choice have been defeated using these misconceptions as reasons against granting equity to parents, especially the poor parents of our nation. Hard evidence is now available and it reveals these misconceptions for what they are. The evidence tells us that poor parents will benefit most from a system of education vouchers and that the schools to which they would send their child can no longer be considered a priori to be racist or elitist. The evidence also tells us that the quality of nonpublic school education is certainly not inferior. None of the misconceptions which have been attributed to nonpublic schools in the past should stand in the way of the establishment of an education voucher system as a matter of public policy. There should be no doubt that justice and equity demand such public policy, for to be poor without educational choices is in itself a greater poverty. Policy makers have an opportunity to provide that justice and equity, by providing educational choices to minorities and poor of this country. The time to act on education vouchers is certainly at hand. I urge you to support a system of education vouchers—a policy which will bring educational justice and freedom to the people of this country.

TRIBUTE TO DICK AUSTIN

HON. SANDER M. LEVIN

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Tuesday, January 17, 1995

Mr. LEVIN. Mr. Speaker, Dick Austin's decades of public service deserve more than the typical testimonial accolades.

His career has indeed been unique. In his own quiet but determined fashion, Dick has truly been a pioneer, breaking through a number of barriers in the State of Michigan.

He has represented an important embodiment of the dream of Dr. Martin Luther King, Jr.—that we be judged by the content of our character rather than the color of our skin. He has been an ambassador of good will among us as citizens of Michigan, in every corner, indeed virtually every nook and cranny of our State.

He has done so by bringing high competence and full integrity to a major office af-

fecting the lives of us all. From our physical security or our highways to honesty in the voting booth, Dick Austin has stood up for Michigan's interests.

Twenty-five years ago, I had the privilege of campaigning statewide with Dick Austin. Our earlier friendship deepened with that experience and has increased with each year's passing. May Dick continue in good health, so that we will continue to be blessed with his good cheer, warm friendship, and usual talents.

TRIBUTE TO JOHN FRIERSON

HON. JULIAN C. DIXON

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, January 17, 1995

Mr. DIXON. Mr. Speaker, I rise today to pay tribute to Mr. John Frierson, who is retiring this month after a dedicated career of 26 years to the citizens of Los Angeles. On Friday, January 20, 1995, in Los Angeles, John's many friends and colleagues will gather at a retirement dinner in his honor at the Continental Plaza Hotel. In recognition of his service to the community, I am pleased to highlight just a few of his career and community service accomplishments for my colleagues.

Born in Harlem in New York City, John graduated from George Washington High School, and studied history at the City College of New York. He moved to Los Angeles in 1957, and has completed courses in law enforcement and history at the University of California, Los Angeles.

During his career in the U.S. Navy, John served aboard the U.S.S. *Little Rock*. In 1948, he was assigned as a personal 1st Class Steward to Adm. Richard Glassford, commander of the 3d Atlantic Fleet. A highlight of his assignment was a trip to Odessa, Russia—location of the 1947 summit meeting of President Harry S. Truman, Prime Minister Winston Churchill, and Premier Joseph Stalin.

Following his honorable discharge from the Navy, John embarked on a career in public service that would span nearly three decades. His career in law enforcement includes service as a deputy sheriff for the County of Los Angeles, and as the sergeant in charge of West Los Angeles traffic for the Los Angeles Police Department and the Department of Transportation.

For the past several years, John has served as the senior deputy to 10th district city councilman Nate Holden.

In addition to his public service, John has been actively involved in community affairs. He is a member of the Urban League, NAACP, Service Employees International Union, Local 347, and the Committee to Support Dial 911. He serves on the board of the Oscar Joel Bryant Police Association, and is a charter member of the Harlem Negro Theater. He also served as a member of Los Angeles city attorney James Hahn's Small Business Advisory Committee.

John's commitment to public service and his community is exceeded only by his commitment and enthusiasm for political activism. He is a past president of the New Frontier Democratic Club; former regional director, region 11